

# Lewis and Clark on the Nature Trail

## Teacher Guided Tour Lesson Plan

### Planning

#### A. Pre-Visit Activities

1. "Explorers in Kansas" Read Kansas! Lesson (I-4). These materials are mailed to the teacher along with tour confirmation details. High-resolution black and white versions can be downloaded at [kshs.org/teachers/read\\_kansas/](http://kshs.org/teachers/read_kansas/)
2. "William Clark's Journal" Activity
  - As an introduction to primary sources, students will listen as the teacher reads a journal entry written by William Clark while in Kansas. A primary source is the "raw material" of history that is created during the time of an event or by a participant in the event.
  - Make an overhead of "William Clark's Journal" (included in this document). After the teacher reads the journal entry, the students will list observations and an inference made by William Clark on the blackboard.
  - Explain the difference between observation and inference. Observation is what a person is actually seeing, hearing, feeling, etc. For example, if you walk outside on a fall day and feel a cold north wind, you might observe that it is cold outside. Inference is an assumption about a behavior, object, or picture, etc. If you stand inside your warm house on that same fall day and look outside to see the trees moving with the wind, you might infer that it is cold outside. You're basing this on things you see, but you are not actually observing the temperature as you stand inside your heated home. You are speculating based on prior knowledge.

After reading about Lewis and Clark, an inference could be that they were very patriotic based on the fact that they named two creeks after the nation's holiday of July 4th. Inferences are an important tool in writing history. Historians make observations (or collect facts) to use in interpreting (or making inferences) about people, events, and places in our past. Being a historian is much more than collecting information. It is using that information to make inferences; this is the skill of being a historian.

Clark writes at the end of this journal entry, "At this place the Kansas Indians formerly lived. This town appears to have covered a large space. The nation must have been numerous at the time they lived here." Explain that Clark inferred "the nation must have been numerous" from his observations.



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*This is an example of a chart to create on the blackboard.*

### Observations made by William Clark on July 4, 1804

Plants	Animals	Land
Prairie	Great quantities of goslings, geese and fish	Creek 12 yards wide – named 4th of July 1804 Creek
Copses of trees (grove of trees)		Creek 20 yards wide – named Creek Independence
		Prairie with hills, valleys and copses of trees
		Abandoned Kansa Indian village

### Inferences made by William Clark on July 4, 1804

Clark infers that the Kansa Indian village must have been a large group of people. He does not observe the Kansa Indians because they have left the village; he is making an educated guess from his observation of the abandoned village.

Read more journal entries made by Lewis and Clark in Kansas on our website at: [kshs.org/lewisclark/journals.htm](https://kshs.org/lewisclark/journals.htm)

#### B. Kansas Museum of History Activities

##### 1. Upon Arrival at the Museum

- Pay for the group at the admissions desk of the Museum and pick up exploration supplies. Exploration supplies include:
  - One clipboard, pencil and “Journal Notes” worksheet per student.
  - One haversack per chaperone. Each haversack contains: thermometer, tape measure, binoculars, nature trail field guide, bird field guide, plant field guide, and Kansas Historical Society trail map.
  - The teacher will also be given a laminated copy of the tour script to read to all participants. A copy of the script is included in this packet
- Gather all students in the lobby of the Kansas Museum of History and divide participants into small groups, preferably 3-5 students per adult.
- Read the laminated teacher script to the entire group.
- Distribute supplies to students and chaperones. Each team will receive a haversack with tools for trail exploration. The students will take turns using the tools in the haversack. Every team member should have an opportunity to use each exploration tool.

##### 2. Outside the Museum

- Before starting on the trails, groups should visit the “Native Prairie Flowers & Grasses” plot shown on the nature trail map. This plot has many of the flowers and grasses seen on the trail, and they are labeled at this display. It will give students a visual idea of the wide variety of prairie plants. After reading the identification signs, the teams can start exploring!

- Use the East and North trails to explore – teams may begin from either end of these trails. While walking the trail record notes and drawings on the “Journal Notes” worksheet. Each student will need to record at least five observations on his or her worksheet. This information will be used in the writing activity when the student returns to school.
- After approximately forty minutes on the trails, all teams should meet back in the Museum lobby. At the end of the tour, gather each team’s tools in their haversack and return the haversacks and the clipboards to the Museum admissions desk. Be sure all pieces of the haversack are in their proper place.
- Keep the “Journal Notes” for a class writing activity when you return to school.

### C. Post-Visit Assessment

- Using data gathered on the “Journal Notes” worksheet students will write a journal entry like that of the early explorers, Lewis and Clark. Journal entries include:
  - Name and date,
  - Observations of people, plants, animals, birds, insects, weather, temperature and any other interesting events,
  - Sketchings to illustrate descriptions.
- Instruct the students to include an inference about their observations. An inference is an assumption about observations. For example, they may have observed evidence of many different animals on the nature trail (webs, nests, tracks, etc) and can therefore make an inference: even with road construction and buildings, animals can still live and thrive nearby. By looking at tracks, you can infer which animals live near the trail. You can also make an inference about which animals are active in the daytime and which ones are nocturnal (or that they are all afraid of people).
- After writing their journal entries, have students highlight inferences in their journal entry to demonstrate mastery learning of observation and inference.

*Below is a rubric to use as a guide for student journal writing:*

## “Journal Entry” Rubric

### Score of 5

- includes name of student and date
- includes at least five observations; these could be of people, plants, animals, birds, insects, weather, temperature, and other interesting events
- includes at least one inference of observations

### Score of 3

- includes name of student and date
- includes three observations; these could be of people, plants, animals, birds, insects, weather, temperature, and other interesting events
- includes no inferences

### Score of 1

- includes name of student and date
- includes one observation; this could be of people, plants, animals, birds, insects, weather, temperature, and other interesting events
- includes no inferences of my observations

## William Clark's Journal

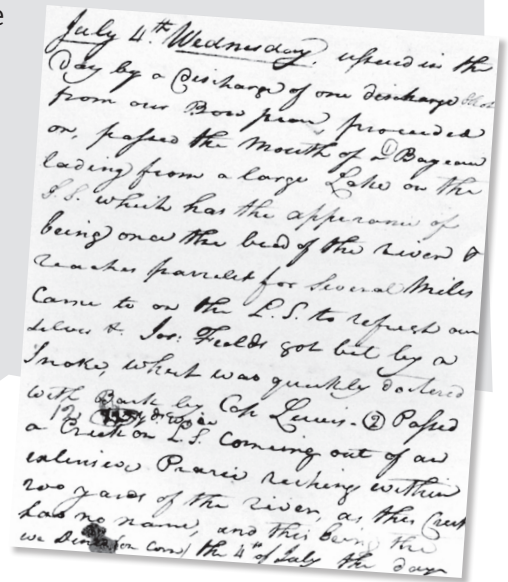
Meriwether Lewis and William Clark's route to the Pacific Ocean and back took them through areas that would eventually become 11 states. The Corps of Discovery, a group of men and one woman, traveled with them. The shortest part of the trail is in Kansas, just 123 miles. Lewis and Clark spent July 4, 1804 in Kansas. They named two creeks near present-day Atchison: "Fourth of July Creek" and "Independence Creek" in honor of the occasion. To celebrate the Corps of Discovery shot a bow piece (bow gun) at the beginning and end of the day. During a rest stop a snake bit one of the men. Captain Lewis treated the wound with tree bark. Clark also made the following observations in his journal on the 4th of July:

### Primary Source Document

#### July 4th Wednesday

Passed a Creek 12 yds. wide ... as this Creek has no name, and this being the ... 4th of July the day of the independance of the U.S. call it 4th of July 1804 Creek, Capt. Lewis ... Saw great numbers of Goslings to day which Were nearly grown, the before mentioned Lake is clear and Contain great quantities of fish an Gees & Goslings, ... We came to and camped ... above the mouth of a Creek 20 yds wide this Creek we call Creek Independence as we approached this place the Praree had a most butifull appearance Hills & Valies interspsd with Coops [copses] of Timber gave a pleasing deversity to the Senery.... at this place the Kansas Indians formerley lived. this Town appears to have covd. a large Space, the naton lmust have been noumerous at the time they lived here

William Clark and many people of his time did not write with standardized spelling. Sometimes in his journal, Clark spelled the same words several different ways. Use the document below to help clarify this journal entry.



July 4<sup>th</sup> Wednesday. upland in the  
day by a discharge of our discharge  
from our bows from proceeded  
on, passed the mouth of a Bogom  
leading from a large Lake on the  
S.S. which has the appearance of  
being once the bed of the river &  
reaches parallel for several miles  
came to on the L.S. to refresh our  
elves & so. Fields got bit by a  
Snake which was quickly barked  
with bark by Capt Lewis. (2) Passed  
a Creek on L.S. coming out of an  
valley. Praree reaching within  
two yards of the river, as the creek  
had no name, and this being the  
we denoted the 4<sup>th</sup> of July the day

### Primary Source Document with corrected punctuation and spelling

Passed a creek 12 yards wide. As this creek has no name, and this being the 4th of July the day of the independence of the U.S., we called it 4th of July 1804 Creek. Captain Lewis saw a great number of goslings today, which were nearly grown. The before mentioned lake is clear and contains great quantities of fish and geese and goslings. We came to and camped above the mouth of a creek 20 yards wide. This creek we call creek Independence. As we approached this place, the prairie had a most beautiful appearance. Hills and valleys interspersed with coppice of timber gave a pleasing diversity to the scenery. At this place the Kansas Indians formerly lived. This town appears to have covered a large space. The nation must have been numerous at the time they lived here.

# Teacher Script

## Lewis and Clark on the Nature Trail

Location: Lobby of the Kansas History Museum

**ACTIVITY:** Have the students sit on the floor in one of the atriums. What follows is the script for you to read. Read everything in bold aloud to the students.

We are going to experience what it was like to be an explorer similar to Lewis and Clark. Imagine the year is 1804; you are to explore new lands for the President of the United States. President Thomas Jefferson instructs you to select a group of people to go with you. They will be called the Corps of Discovery. Your mission is three fold: to find a river route to the Pacific Ocean and make a map, meet and find out about the Native Americans who lived along the way, and record and collect specimens of plants and animals.

Today on the Kansas History Center Nature Trail you will engage in one of the jobs requested of the Corps of Discovery. You will record your observations by using a “Journal Notes” worksheet. Just like Lewis and Clark, you are observing things and writing them down to preserve this information to share with others. Some of the plants and animals Lewis and Clark saw had never been recorded.

Each student will need a “Journal Notes” worksheet, a clipboard, and a pencil.

**ACTIVITY:** Activity: Pass out “Journal Notes” worksheets, clipboards and pencils.

- Put your name and the date at the top of the worksheet.
- When you are outside fill in the temperature and weather.
- The boxes on the “Journal Notes” worksheet are spaces to write or draw your observations of birds, animals, plants, and insects. Just like Lewis and Clark, you will write descriptions, make up names, or draw pictures of things you observe. In a haversack, each group will have a Nature Trail field guide of plants and animals for those you are most likely to see on the trail.
- After forty minutes on the trail, everyone should meet back here in the Museum lobby to return supplies.
- When we return to school you will write a journal entry using your “Journal Notes” page, so try to make observations in each of the five boxes. You will also need to make one inference at the bottom of the page. There are two questions about information from the signs on the trail. See if you can find this information.

**ACTIVITY:** The group/class will divide into teams of no more than five students with one adult team leader. The adult team leader will carry the haversack with tools for exploring. During the expedition, each team member should have an opportunity to use each tool. The adult leader will have to supervise this. The tools in the haversack are listed below. Show objects as you describe them.

The haversack includes the following tools:

- Binoculars- Use the binoculars to observe plants and animals.
- Tape Measure- Use the tape measure to measure the height of different prairie grasses and flowers along the trail.
- Thermometer- Use the thermometer to measure the temperature.
- Map of the Kansas History Center Nature Trail- use to plan your route.
- Nature Trail Field Guide- Use this field guide to identify things you are most likely to see on the Nature Trail.
- Kansas Birds field guide- Use the field guide to identify birds.
- Prairie in Your Pocket field guide- Use the field guide to identify grasses or flowers.

These are the rules while on the trail.

- A teacher or chaperone will serve as team leader and lead the group.
- Stay on the paths. Never enter the creek bed.
- Cross the roads with a teacher or chaperone.

While on the trail:

- Begin at the “Native Prairie Flower and Grasses” in front of the Museum. Read the plant labels. You may see some of these plants again as you explore the trail.
- Use the map in the haversack to find your way.
- Teams will walk the trail slowly and each student should record his or her observations on his or her “Journal Notes” worksheet.
- Students should read the trail signs along the way to learn more about the Kansas prairie.
- We will finish our exploration here, in the Museum lobby, in approximately 40 minutes.

**ACTIVITY:** Each leader and their group will start at the “Native Flowers and Grasses” and then explore the trail!

# Lewis and Clark on the Nature Trail

## Journal Notes

Name \_\_\_\_\_

Temperature \_\_\_\_\_

Date \_\_\_\_\_

Weather Conditions \_\_\_\_\_

(cloudy, sunny, windy, calm)

### Birds

(color, size, nest or box, location, flying, in a tree)

### Animals, Animal Tracks, and Animal Signs

(mammal, reptile, amphibian, tracks, rubs, scat, trails, homes)

### Flowers and Grasses

(color, shape, size, location)

### Trees

(tree shape and size, leaf color shape and size, bark smooth or rough, seeds, fruit, nuts, thorns)

### Insects and Spiders

(color, shape of body, with or without wings, number of legs)

Make one inference about your observations: \_\_\_\_\_

Read the signs on the Nature Trail to find out:

Which Native American tribe had a reservation on this land? \_\_\_\_\_

Who farmed this land and used the mission building as a horse barn? \_\_\_\_\_